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ABSTRACT

The handbook presents guidelines for the learning disabilities teacher-consultant (LDT-C) in evaluative and integrative consultation, educational plan development, instructional leadership, and educational assessment including an historical perspective of the development of this group of professionals in New Jersey and a description of their professional role. The chapter on evaluative consultation covers diagnostic fields in which information may be needed and includes possible questions in such areas as medical, psychological, social, and academic assessment. Suggestions for the LDT-C in relation to teacher conferences, personal observations, and review of records are also included. Outlined are guidelines for report writing and steps to follow in the development of an educational plan. Covered in the chapter on instructional leadership are topics such as activities, purposes, organization, planning, and techniques for the implementation of inservice training of school personnel. A guide for the identification of possible learning problems is provided in another chapter and covers such areas as visual, auditory, motor, cognitive, and task orientation assessment with a list of questions for each area. Provided are addresses of 30 providers of assessment materials. (IM)

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# LDT-C

## HANDBOOK

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ABSTRACTED-CEC EDO

# LEARNING DISABILITIES TEACHER-CONSULTANT HANDBOOK

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*The degree to which I can create relationships which facilitate the growth of others as separate persons is a measure of the growth I have achieved in myself.*

**Carl R. Rogers**

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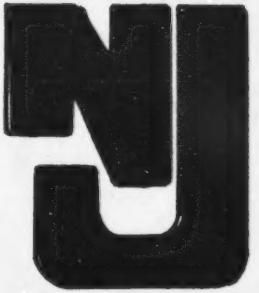
# HISTORICAL PERSPECTIVE



New Jersey has been innovative in its legislation for the education of handicapped children. Among that legislation was a Bill passed in 1959 that was the beginning of a new professional group in the public schools. This group is now called Learning Disabilities Teacher-Consultants but was first known as Remedial Instructors. The Remedial Instructor was written into the 1959 Beadleston Bill to work with other professional disciplines as part of a Child Study Team and in that capacity to help determine and plan for suitable educational opportunities for children who were having difficulties in learning because of emotional disturbances and/or social maladjustments.

The Remedial Instructor was an entirely new concept at the time and represented an effort to effect change in the then existing remedial approaches to intervention in a child's educational experiences when such intervention became necessary. The use of traditional remediation practices had not demonstrated that those approaches were able to cope with the complexities of the teaching-learning process.

By making a Remedial Instructor a part of a Child Study Team, the legislation made it possible for a specialist in educational assessment and planning to contribute to the decisions being made as to what should and could be done for a handicapped child. It also provided the potential for translating diagnostic findings and Team recommendations into instructional realities both through definitive programs for children and through consultative assistance to their teachers.

Rules and Regulations to additional legislation that was approved in 1966 changed the title of the Remedial Instructor to Learning Disabilities Specialist. There was still another change with the coming of certification in 1971 when the title became Learning Disabilities Teacher-Consultants. These differences were in response to acknowledgement that there was a special role involved. They seemed to represent the focus of responsibility within that role. A significant change was the one to "Teacher-Consultant" because it pinpointed the close relationship between the Learning Disabilities Teacher-Consultant and the teacher; and the teacher's need for information, suggestions and recommendations to use in the daily work with children.

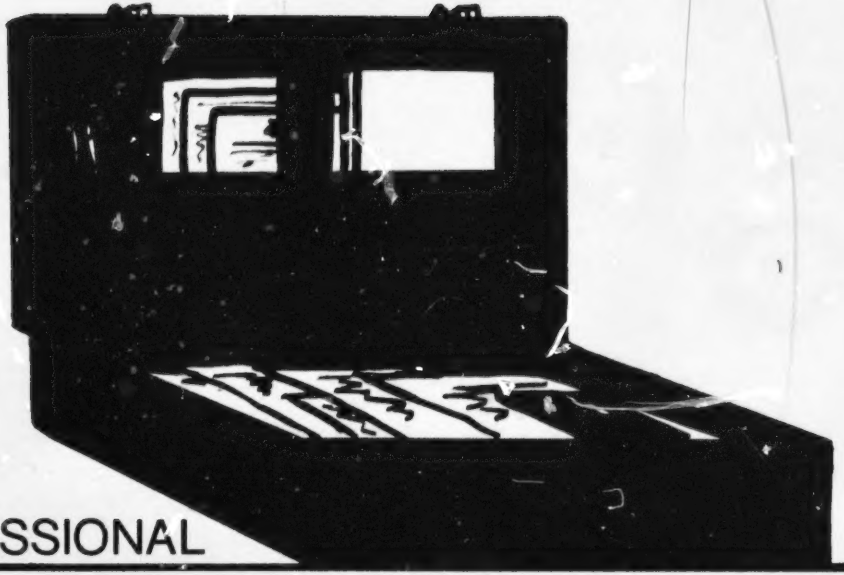
More significant than the title changes, however, was the stipulaton in the Rules and Regulations of 1970

that an assessment by the Learning Disabilities Teacher-Consultant is a required part of each classification done by a Child Study Team. The Rules and Regulations state that "Classification shall be used to plan appropriate educational programs, to determine and to provide appropriate facilities and to provide a basis for assignment of the appropriately qualified instructional staff." Educational assessment, a particular concern of the Learning Disabilities Teacher-Consultant, is clearly a basic part of the desired goals of classification.

The original group of Learning Disabilities Teacher-Consultants was drawn from the ranks of outstanding classroom and remedial teachers. They were chosen by school superintendents to serve as State reimbursable members of their district Child Study Teams. Approval was given for their services by appropriate personnel of the New Jersey State Department of Education. Requirements for further training were also set up by the State Department. The need for Learning Disabilities Teacher-Consultants in the schools led, in a comparatively short time, to the growth of training programs in some of the colleges and universities in the State. The growing number of practitioners also led to the necessity for a certificate.

Certification became a reality in 1971 and constituted full recognition of a new profession. However, it did not automatically eliminate growing pains. Without the precedents and procedures that older professions can turn to, Learning Disabilities Teacher-Consultants have had to proceed through trial and error. They have had to establish themselves among other professionals who, very often, have had their own ideas as to how the Learning Disabilities Teacher-Consultants should function. There has, therefore, been a wide variety of practice and a less than clear understanding of role.

The Branch of Special Education and Pupil Personnel Services of the New Jersey State Department of Education has been close to Learning Disabilities Teacher-Consultants and has provided them with assistance through its field representatives. This handbook represents one aspect of a continuing relationship between the Department of Education and Learning Disabilities Teacher-Consultants in terms of inservice needs.



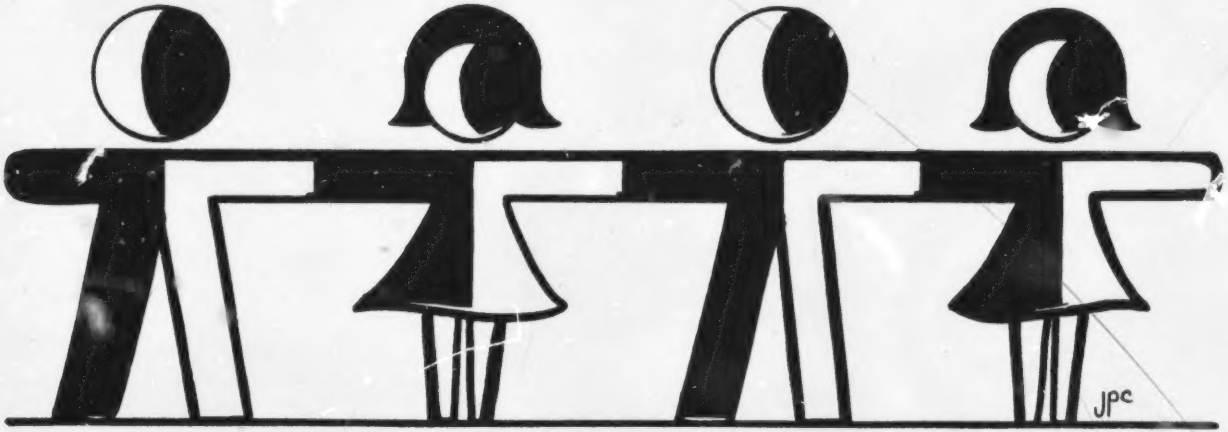
PROFESSIONAL ROLE

The Learning Consultant is an educational specialist who has the professional preparation and experience to: (1) make an assessment and analysis of a child's learning characteristics (assets and deficits); (2) to design instructional strategies and plan educational programs; (3) to play an active role on a multi-disciplinary team; (4) to act as an educational consultant to classroom teachers; and (5) to plan for and provide inservice education.

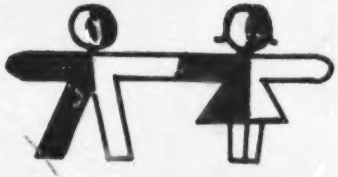
Each of these areas embodies certain responsibilities that constitute a significant role dimension; i.e., team member, educational diagnostician, instructional programmer, educational consultant and instructional leader.

Basically, the Learning Consultant's role is one of "helping," "assisting," "supporting," or "enabling" another individual or group of individuals to become more competent in a particular situation.

The Learning Consultant is a pivotal person in the staff development process.




EVALUATIVE CONSULTATION



Many children, at some point in their school careers, have problems that interfere with learning. These are usually temporary setbacks and are weathered without lasting damage to the child. Their causes are explained easily and temporary measures can be applied effectively.

Some children, however, have difficulties that are chronic and whose causes are often not easily discernible. Regular classroom procedures do not reach them and temporary remedial measures are ineffective. These are the children who will most likely be referred for an analysis in depth and individual programming based on that analysis. In order to plan effectively for their education, it is necessary to know as much as possible about their deficits, the capacities they have that can be utilized in meeting their particular needs, and the educational environment in which they function.

Children who have been found to have persistent problems will require the attention of a full child study team functioning in a joint manner. The basic child study team consists of a learning consultant, school psychologist, school social worker and medical examiner. It may be augmented to include professionals in other areas (hearing, speech and language, neurology, psychiatry, etc.) as they are indicated by the child's needs. From each of the diagnostic areas, the team should have certain data to apply to the decisions they are called upon to make in regard to classification, placement and program. The following questions serve as a frame of reference for the pertinent kinds of information needed through each of the basic diagnostic areas:

**MEDICAL EXAMINATION**

Is there anything physically wrong with the child?

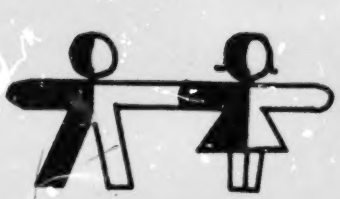
Is there a need for a special medical referral? To whom? Psychiatrist? Neurologist? Orthopedist? Etc.? Evidence?

Should there be any restriction on the child's activities? If so, what activities are recommended?

How is the child affected by his physical condition?

Is he receiving medication or other therapy? For what purpose? What are the implications in regard to school performance?

Are there pertinent factors from his past medical history?



**EDUCATIONAL**

Are there sensory difficulties that would interfere with the child's ability to relate to the school curriculum?

Does the child show a preference for a particular modality?

What is the child's characteristic level of thinking? Abstract? Concrete?

Are there gaps in specific skill areas that would impede academic programs?

What are his academic strengths?

What special talents or abilities does he exhibit?

How is the child affected by the various demands of the curriculum?

**PSYCHOLOGICAL**

What is the relationship between the child's intellectual capacity and his current academic functioning?

What are the impressions of the thought processes used by the youngster?

To what extent do the personality variables affect the learning process?

To what extent are adaptive and maladaptive techniques present in the overall functioning of the child? What is their significance?

What are the prognostic implications of the findings and how can they be integrated into an educational prescription for the child?

What factors of strength exist in his personality and in his intellectual functioning?

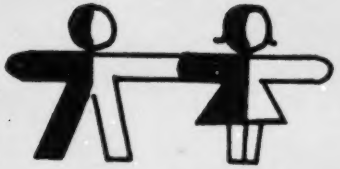
**SOCIAL ASSESSMENT**

Are there factors in the child's development that might interfere with his capacity to profit from his present educational program?

Is the home situation contributing to the problem? If so, what are the implications for the school?

What are the strengths of the home situation?

In what ways does this child accept responsibilities for himself? For others?



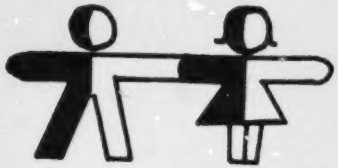
What are the pupil's social strengths and weaknesses?
How does the pupil relate to his peers? How does he relate to siblings?
What are the pertinent factors concerning the pupil's relationship to the community?

The significant findings with regard to the physical, educational and psychosocial facets of the child should be considered by team members and incorporated into general educational recommendations.

The Learning Consultant is responsible not only for educational assessments but also for the concrete educational plans that result from the general educational recommendations. The Learning Consultant must, therefore, contribute fully to the determination of how the child functions in relation to his own strengths and weaknesses and to the demands made upon him by school curriculum and expectations. An educational assessment should help find significant differences between the child's functioning capacity and his actual achievement. It is assumed that his physical, mental, social and emotional capacities must meet certain expected levels of competence if he is to achieve his own top level in the school setting. However, since learning is an interrelated process, problem areas cannot be analyzed in isolation. It is, therefore, necessary that data be based on both objective and subjective methods of assessment and be interpreted in terms of their relationships to each other.

An evaluation of the child's functional capacities includes an assessment of his visual, auditory, motor, cognitive, and academic skills. Certain questions are listed below that appear to be pertinent to such an assessment. The questions are meant to be representative of the areas in which they appear and are not considered to be all-inclusive.

More specific suggestions in terms of each category and subcategory are included in the Guide for Educational Assessment (located at the back of this handbook).



VISUAL

*Acuity* – How keen is his insight?

*Discrimination* – Can he tell the difference between gross objects? Between objects of similar class? Can he tell the difference between written symbols. Between the same symbols going in different directions?

*Memory* – Can he remember what he sees? Can he hold patterns in his mind?

*Sequencing* – Can he recall the correct order of visual stimuli?

*Figure Ground* – Can he distinguish foreground from background?

*Closure* – Can he recognize objects when they are presented as incomplete figures? Can he recognize objects that are partially hidden?

*Association* – Can he relate ideas that he receives visually?

*Ocular-Motor Skill* – Can he fixate on and follow visual stimuli?

*Visual-Motor* – Can he translate visual patterns into motor patterns? Can he coordinate eyes, hands and large muscles?

AUDITORY

*Acuity* – How keen is his hearing?

*Discrimination* – Can he differentiate between likenesses and differences in auditory stimuli?

*Figure Ground* – Can he distinguish foreground from background?

*Closure* – Can he complete a word when only part of it is presented to him?

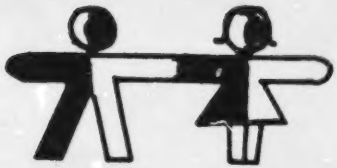
*Memory* – Can he recall and organize auditory experiences?

*Sequencing* – Can he recall the correct order of auditory stimuli?

*Blending* – Can he integrate separate consecutive sounds?

*Audio-Association* – Can he relate ideas that he receives auditorily?

*Audio-Visual Coordination* – Can he integrate auditory and visual stimuli?



**MOTOR**

*Gait* – Can he walk in a controlled manner?

*Coordination* – Can he integrate motor responses efficiently?

*Rhythm* – Can he execute timed muscular movements?

*Balance* – Can he maintain physical equilibrium?

*Sequence* – Can he integrate movements in proper order to produce a desired result?

*Directional Sense* – Does he know up from down, forward from backward, etc.?

*Spatial Sense* – Does he have the ability to judge distance, depth, height, width and position in space?

*Laterality* – Does he show a consistent preference based on internal organization for all right- or left-sided responses of eye, hand, and foot?

*Dominance* – Does he show a preference for right or left responses of hand, foot, eye but such responses are not necessarily all on one side?

*Finger Skills* – Does he have the ability to use his fingers well enough to perform precise movements in writing, cutting, etc.?

*Repetitive Movement* – Does he have the ability to repeat a movement quickly, accurately and for practical periods of time?

**COGNITIVE**

*Verbal*

Receptive – Does he have the ability to understand spoken and written language?

Expressive – Does he have the ability to use spoken and written language?

*Non-Verbal*

Does he have the ability to understand and use non-language cues such as temporal relationships and spatial concepts?

*Levels of Thinking*

Is he able to see relationships and to categorize? Is he able to verbalize his reasons? Does he have the ability to shift from one category to another?

**ACADEMIC**

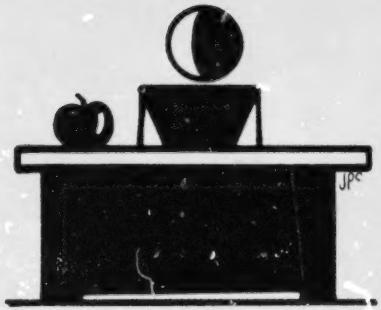
Can he function adequately in the major areas required by the curriculum? Reading? Arithmetic? Spelling? Handwriting? Study skills?

**OTHER**

*Tactile* – Can he differentiate among stimuli received through touch?
*Interests* – Does he show a preference for certain types of activities?

It becomes obvious that the kinds of information the Learning Consultant is seeking cannot be obtained through using only a battery of tests. The Learning Consultant must also be closely involved with the classroom teacher and other school personnel with whom the child has contact, must observe the child in his various school pursuits, and must review his past school history.

There are questions pertinent to each of these assessment areas – conferences, observation, record review – for which the Learning Consultant should be looking for answers. Each individual situation will, of course, engender its own questions but a basic set is suggested as a point of departure.



## EVALUATIVE CONFERENCE WITH TEACHER

What does the problem seem to be from the teacher's viewpoint?

How does the teacher describe the behavior? What objective evidence does she have to illustrate her contentions?

What has the teacher already done to deal with the child's problems?

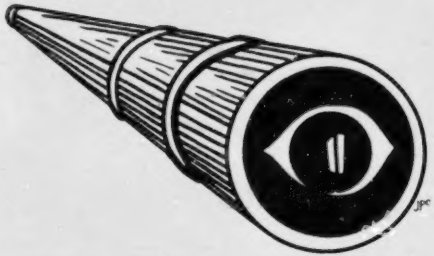
What information can the teacher give us about visual, auditory, motor, cognitive and academic areas pertinent to the child?

What skills are necessary for the child to relate to the instruction, material and methodology in the particular classroom?

Are the reading levels of the materials used compatible to the child?

What audio-visual aids are used?

How much unsupervised work is the child expected to do on his own? In school? At home?



## OBSERVATION OF CHILD

What can be learned about the classroom dynamics in relationship to the child?

How does he respond to the teacher? To other children?

How does the child seem to affect others?

Does he appear to be able to follow verbal directions? Written directions?

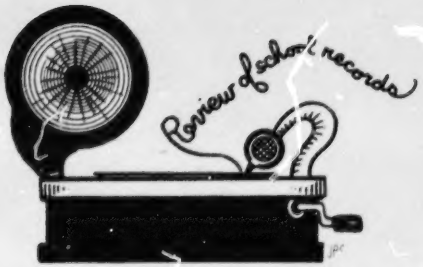
Can he function independently or does he need reinforcement?

How does he attack his assignments?

How long can he attend to a task?

Where does the child sit in the classroom?

In what other situations should we observe? Gym? Playground? Other classes? Hallways?




**REVIEW OF SCHOOL RECORDS**

Are there inconsistencies in his grades?
Has he ever been retained?
What may be significant about his health, absence and/or truancy records?
Has he moved often?
Has he had any remedial help or special intervention of any kind?
Are there significant teachers' comments?

Before deciding on what objective testing may have to be done, it will be necessary to analyze the material that has already been collected. How much of a picture do we already have of the child? What can we learn from talking to him? Where are our information gaps? On the basis of this analysis a determination can be made as to what tests should be given.

The procedure that has been outlined allows for a flexibility in assessment that takes into consideration the particular educational behavior of each child. A decision as to how he functions should be based on the relationships that are found among the data.

What do we observe during the testing that is significant?
How do the Learning Consultant's impressions compare with information given by the teachers?
How does information from records compare with other findings?
What do these relationships tell us about how the child functions?Acquires information? Processes and utilizes data?
How are these related to the demands of the curriculum?

Through our assessment we should have solid indications as to what the child can and cannot do, how he relates to himself and others and what he is ready to move into at the present time.

Since the educational assessment is concerned with the child's way of functioning, we must look at each child not as a mentally retarded, neurologically impaired hard of hearing child, etc., but as a candidate for a suitable educational program.

For each of the assessment areas mentioned, the Learning Consultant should be looking for specific information relevant to the child in question and based on the requirements of the situation rather than on a predetermined battery of tests uniformly applied. It is an indication of poor professional judgment if there is consistent use of a standard battery of tests with each child regardless of the presenting problems and without an analysis of already existing data. The past record and present behavior of the child are among the most important sources of information that are available for use. The Learning Consultant cannot make a thorough assessment of the needs of the child without:

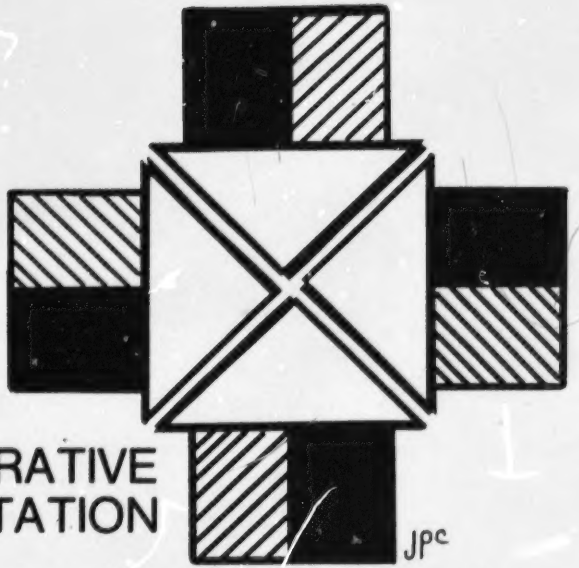
*Evaluative consultations with school personnel* – the child's teachers are a valuable source of such assessment data. Important information is available from administrators, other instructional staff and special services personnel.

*Observation of child* – a total picture of the child is not possible without actually observing his behavior.

*Review of school records* – these records provide an invaluable source of information regarding pertinent school, health and personal history which is necessary for an adequate understanding of the child.

An analysis and synthesis of the information obtained through well-planned consultations with classroom teachers, clinical observation of the child in his educational setting and careful screening of significant data from school records will give an indication of the child's problem and assist in determining the formal testing that might be necessary to complete the educational assessment.

During the collection of such data, it is advisable that findings be recorded on a worksheet devised to meet the needs of the individual Learning Consultant. The worksheet should provide the Learning Consultant with the specific records necessary for an in-depth analysis of the material. If the Learning Consultant has been satisfied that there is a sufficient picture of the child based on data from conferences, observations, record reviews and objective testing, the report integrating that data can be prepared. That report will contain impressions as to what kind of educational placement and program would suit the child. It will lead to a written summarization that serves as the basis for reporting to team and/or teacher.



INTEGRATIVE
CONSULTATION

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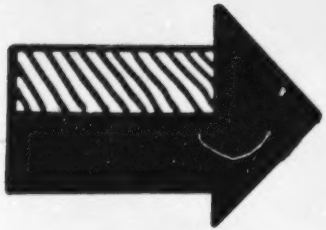


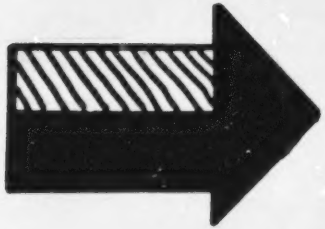
Writing reports is a function of the Learning Consultant as well as of the other members of an evaluation group. Reports are part of the process of presenting, in a logical way, evidence that a thorough evaluative assessment has been made and that thought has been given to the relationships that exist among the various components of that assessment as they apply to the child in question.

Reports provide a vehicle for communication among those who are responsible for decisions that will be made for and about a child. They should, therefore, present data to support interpretations and the generalizations that may follow them. They should also discuss the pertinent questions that were raised both through referrals and the evaluations themselves.

Adequate reporting rests on the assumption that relevant and significant data and the implications they raise have been given careful analysis and then organized into a form that is both clear and concise. It is a test of the reporter's ability to think through the questions that present themselves during his experiences with the child – to ask himself how the facts and the issues impinge upon one another.

Not until the evaluator has clarified his own thinking and has organized it in such a way that it communicates the information necessary to formulate plans, is he ready to use it in a joint effort with other professionals. This effort has as its focus an understanding of the total child as he functions within his learning environment and the ways in which that environment may have to be changed to accommodate him.

With these goals in mind, two written reports for two specific purposes may be indicated for the Learning Consultant. One may be prepared for use with the Child Study Team during its investigation and integration of data. At that time, each Team member is responsible for a presentation of impressions formed through his own assessment of the child. Information concerning intelligence, personality, emotional components, medical problems, social interaction and academic functioning are exchanged and analyzed. The report used by the Learning Consultant during Team conferences contains a summary of the information that will be needed to discuss the child's functional strengths and weaknesses in his learning environ-



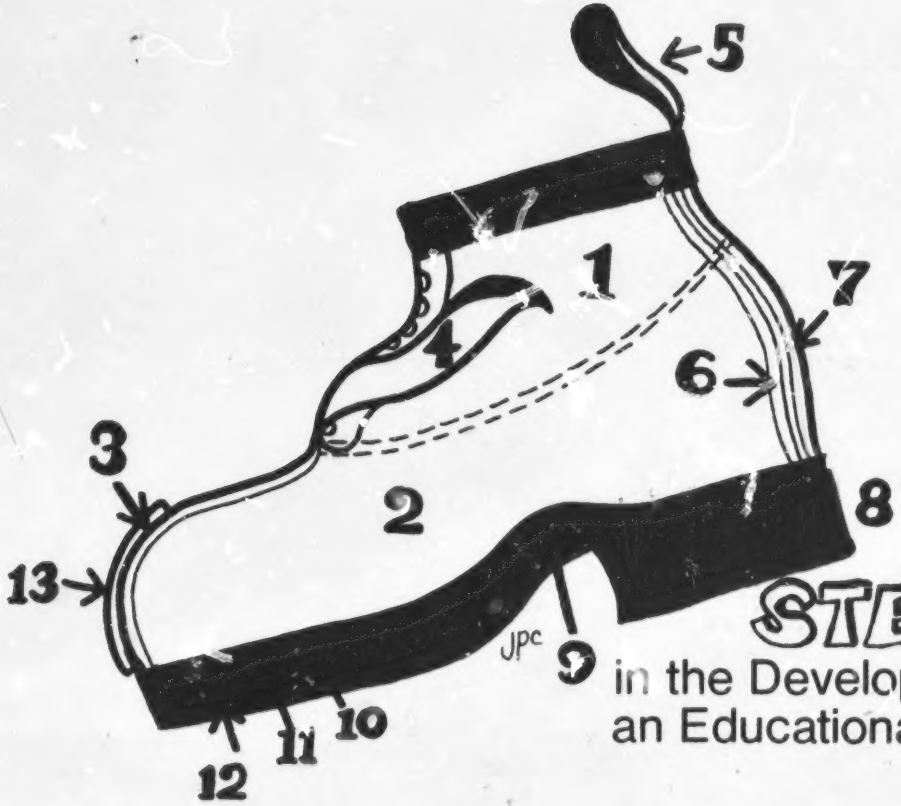
ment and their relationship to his educational needs. It is a report prepared to meet the needs of the Team in arriving at an overall educational recommendation. After Team staffing, there should be a summary statement by the Team that includes the nature of the problem, the classification arrived at and the educational intervention recommended.

Another kind of report is prepared for the use of the teacher. It is not to be a statement of test scores and normative data since they are not applicable to its purpose; neither is it to be a list of recommendations and activities. Rather, it is the instructional guide for an agreed upon plan of action between the Learning Consultant and the teacher. It is based on the significant aspects of the child's style of learning and of the demands and expectations of the instructional environment. Its focus is to match up the characteristics of the child with the characteristics of the teaching-learning situation.

This kind of reporting cannot take place without consultation between the Learning Consultant and the teacher. Since teachers are capable of making good instructional decisions when they have adequate data, they should be considered partners in the development of educational plans. Another major reason for mutual planning is the responsibility teachers carry in implementing programs. Therefore, their understanding of the rationale for the educational recommendations and of their implementation in relationship to classrooms is essential.

The educational plan will deal with the presenting problem and will set up realistic instructional sequences consistent with the curriculum. Modifications in the child's existing program will, therefore, be necessary. These may include changes in instructional methods and materials, in the organization and management of the classroom, and in the curriculum itself. The plan should include short-term goals that can be evaluated within specific time periods. To accomplish this, both teachers and Learning Consultants will have to communicate freely as to when changes seem to be necessary, how those changes should take place, and when intervention by other professionals might be indicated. Observations made by teachers and discussed with the Learning Consultants are as important to continuing evaluation as they were to the initial diagnostic process.

The following guide outlines the steps to consider in the development of an educational plan.




# STEPS

in the Development of an Educational Plan

1. The Learning Consultant summarizes findings based on the accumulated data that are significant for educational planning.

2. The Learning Consultant uses this data in consultation with the teacher to:

Attempt to answer all questions raised in the referral.
Report what was learned regarding pertinent factors operating within the child relating to his learning characteristics and ability to respond to educational stimuli.
Discuss the implications between the student's learning characteristics and the demands and requirements of the curriculum and teaching-learning practices.
Discuss the goals of the teacher and the curriculum.
Agree on ways to modify the program for the child.

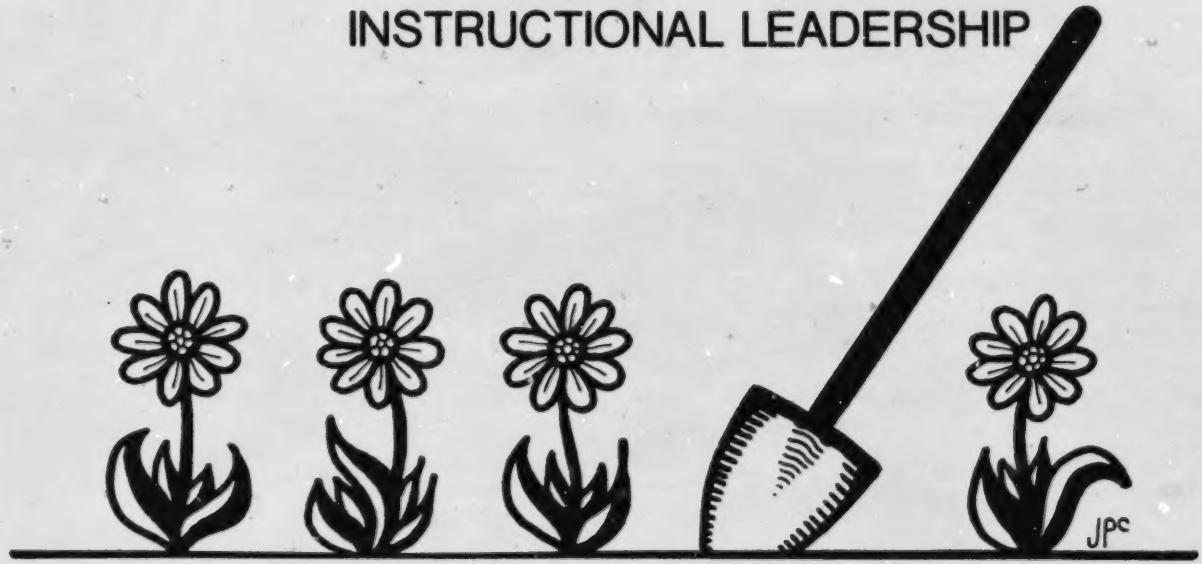
3. The Learning Consultant summarizes and organizes the agreed upon general plan of action.

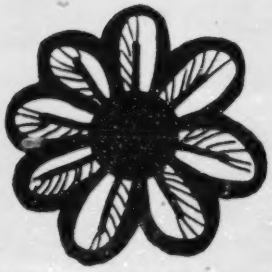
Elaboration of this basic plan becomes the instructional guide for the teacher. Since its focus is to match up the characteristics of the child with the characteristics of the teaching-learning situation the report should include, in addition to basic identifying data, the decisions arrived at after consideration of:

- specific objectives
- instructional sequences
- appropriate methods
- appropriate media and materials
- classroom management
- scheduling for adjunctive services
- evaluation criteria
- arrangement for follow-up

This report represents the culmination of all the professional effort that has preceded its writing. It translates pertinent information into a useful plan of action for the teacher.

# INSTRUCTIONAL LEADERSHIP



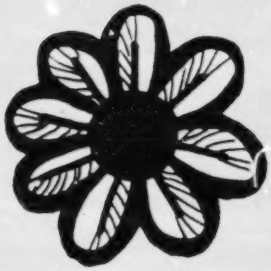


Many children who are in need of special programs are able to remain in the mainstream of the educational milieu. If their needs are fully understood and their programs are adjusted accordingly, they can function successfully with other children in the regular classroom. Their degree of handicap is not so great that they have to remain in small groups under the tutelage of a specially trained teacher in order to receive special educational training. By participating in the regular class, however, they place a large burden of responsibility on the instructional staff, the school administrator, paraprofessionals and others who work with them.

Individualized programs do not just happen, either in their inception or their implementation. They are the result of careful analysis, planning, and close cooperation. Those involved with the school experiences of children must understand the relationship between a child's learning characteristics and the curriculum to which he is being asked to respond. They must then be able to make the modifications necessary to bring the child and the program together. In all areas of the curriculum, the general objectives for all children are the same. It is only in specific objectives for specific children that differences occur. These specific objectives are valid for a particular point in time and development and they serve as the base for further changes in the program.

The goals for the child and the subsequent program changes that become necessary deal with what is educationally relevant in terms of the child's handicap. The initial decisions as to these goals and relevancies were made by people in various professions who were in close communication with each other and who must remain so if their decisions are to be implemented and evaluated. The mainstream philosophy should be viewed as a transitional concept on the way toward unification of general and special education. The effort to maintain a handicapped child in as normal a program as possible calls for school staff to be aware of objectives for all children and the ways in which programs can be modified to meet them.

The school's attempt to unify the educational system and to make an equal commitment to all children requires changes in organizational structure and instructional practices. To accomplish such change there is the need for continuing in-service training. The Learning Consultant has the unique opportunity to obtain



both a global view of the school system and specific insights into problems and is, therefore, one of the key people in providing instructional leadership. The long-range goal of in-service education is to bring about changes in the thinking of school personnel that lead to improved learning experiences for students. A major component of that goal, therefore, is to upgrade instructional areas. Its objectives will be concerned with: (1) skill development, (2) transmission of information, (3) improvement in understandings and (4) changes in attitudes or values. School staff must be helped to develop the skills and insights they will need to determine children's approaches to learning, to sharpen teaching techniques, to develop strategies and materials appropriate for particular needs, and to plan for suitable educational experiences.

Some of these broad objectives can be met through in-service training. The particular objective to be accomplished will be a factor in deciding on the organizational plan that will be used and in specifying the activities that are compatible with both the objective and the plan.

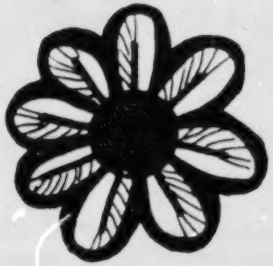
There are no hard and fast rules to apply to the selection of either the organizational plan or the activities that will take place within it. However, there are basic considerations to explore in determining a suitable course of action. These considerations comprise a framework that is valuable because of its emphasis upon making choices in terms of a variety of alternatives with each of them having its own specific qualities.

*Identify major purposes* – usually the major purpose for in-service training will be concerned with transmission of information, skill development, improvement in understandings or changes in attitudes or values.

*Determine organizational arrangements* – to be considered here are the composition of the group, size of the group, available resources (staff, facilities, time, equipment, funds, etc.).

*Choose appropriate activities* – activities have distinctive characteristics that lend themselves to particular purposes and organizational patterns. Those characteristics are:

Focus of Interest – relates to whether the activity is recognized as important to all participants.



Level of Interaction — relates to the degree to which the exchange between participants is free flowing.

Sensory Impressions — relates to the degree to which the activity involves multi-sensory stimulation.

Theoretically, the degree to which these characteristics are present determines the experience impact of the activity and its effectiveness in carrying out the original purpose. Experience impact relates to the amount of involvement with these characteristics for each participant in a given activity.

To facilitate carrying out the aforementioned framework for in-service education, a description of possible organizational arrangements and activities follow:

ORGANIZATIONAL ARRANGEMENTS

*Workshop* — an informal structure focusing on practical problems where doing rather than listening is emphasized.

*Study Groups* — a small group structure in which activities involve listening, talking and seeing rather than doing.

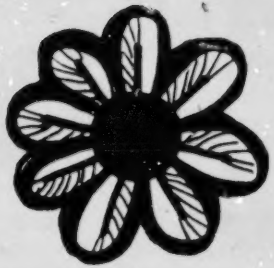
*Course* — a formal structure with regularly scheduled meeting dates and a systematic presentation of subject matter.

*Project groups* — emphasis is on work done with a tangible end product in mind (survey, action research, evaluation of programs, development of course of study or curriculum guide, screening devices, etc.).

ACTIVITIES

*Directed Practice* — this activity involves laboratory experiences in which doing is emphasized and is directed toward skill development in the use of materials, equipment, and techniques.

*Laboratory* — directed practice activities carried on in a group situation. The activites are mainly directed toward developing specific skills through doing rather than talking and observing. They provide simulated experiences which approximate reality but which are contrived to provide maximum guidance and direction.

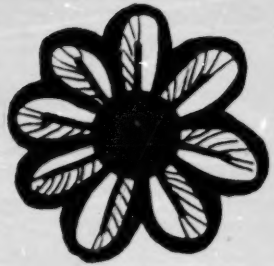


*Demonstration* – this activity can be used with groups of any size and is helpful in improving understanding.
*Discussion* – this activity can be used to improve understanding, is task oriented and relies on verbal interaction.
*Lecture* – this activity is primarily suitable for the transmission of information.
*Visitation* – this activity involves staff members in the observation of the particular skills of certain teachers and is useful in improving understanding.
*Consultation* – this activity involves interviews structured for securing or imparting information, developing understanding and changing attitudes or values.
*Role-Playing* – activities which involve small groups (2 to 3 persons) spontaneously dramatizing or acting out their responses to specific program situations which are of interest to the group. It provides an essentially emotional experience rather than an intellectual one.
*The Direct Study of Human Beings* – is a disciplined method of study and inquiry that directs its attention to an understanding of the elements and implications of human growth and development. Through the group process it allows teachers to perceive themselves, their teaching practices, and the curriculum in a positive objective frame of reference.

Applying the basic considerations discussed above, the questions that follow can be used as a guide toward developing in-service programs:

**IDENTIFICATION OF MAJOR PURPOSE**

Has a need been established?
What is the target population?
What are the objectives?
Are the objectives concerned with transmission of information? Skill development? Improvement of understandings? Changes in attitudes or values?



**DETERMINATION OF ORGANIZATIONAL ARRANGEMENTS**

Will there be administrative support?
What will be the size of the group?
Will time be made available for the participants? Professional day? Full working day? During school hours? Before or after school?
What are the demands on the time of the Learning Consultant?
What space will be required?
What materials and equipment will be needed?
What funds may be needed for special materials, films, printing, etc.?
Will there be a need for assistance from other individuals?
What organizational structure is appropriate? Workshop? Study group? Course? Project group?

**CHOICE OF ACTIVITIES**

What is the stated purpose?
What organizational arrangement is being considered?
Has the experience impact of possible activities been considered? Focus of interest? Level of interaction? Sensory impressions?
What activities would be appropriate? Directed practice? Laboratory? Demonstration? Discussion? Lecture? Visitation? Consultation? Direct study? Role playing? Video taping?

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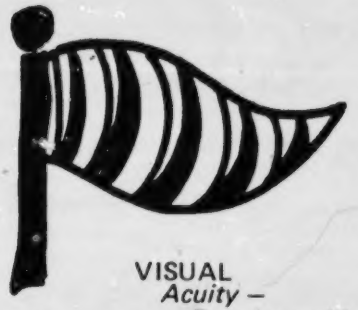
Reference:
Harris, Ben. M. *Supervisory Behavior in Education. Englewood Cliffs, N.J., Prentice Hall, 1963.*

# GUIDE FOR EDUCATIONAL ASSESSMENT



This guide is intended to give Learning Consultants leads to the behaviors of children that may help them to identify possible learning problems. Its use in the observation of children and their work and in consultation with teachers may help to establish the need and direction for further evaluation.

An attempt has been made to categorize the behaviors. However, this does not mean that a particular behavior is exclusive to that category.

VISUAL

*Acuity –*

Does he avoid close work?
Does he put his face close to his work?
Does he have difficulty reading from the blackboard?
Does he tilt his head to one side when reading?
Does he often appear to be restless, nervous, inattentive or irritable?

*Discrimination –*

Can he match colors?
Can he match sizes?
Can he match objects, letters and words?
Can he pick out the object that is different?
Can he tell differences among objects in terms of size, color, shape?
Does he make reversals in reading?
When you inspect his spelling paper do you find that he writes 'm' for 'n', 'r' for 'h', 'h' for 'n', etc.?

*Memory –*

Can he find his way to and from frequently used areas in the school?
Can he write his name from memory?
Does he have to look frequently at material he is copying?
Does he get letters in correct order when copying words?
Does he have difficulty learning sight vocabulary?

Does he fail to recognize a word recently learned?
Can he find his place in a book after he has looked away?

*Sequencing* –

Can he reproduce a visual pattern of colors, shapes, objects, pictures, etc.?
Can he find the correct page number when asked?
Does he do poorly in spelling? Does he put down any combination of letters when he spells even if they do not make sense?
Can he open a dictionary to the appropriate location for a given word?
In oral reading does he make mistakes such as *form* for *from*, *stirring* for *string*?
When he has to write an answer to an arithmetic example, does he reverse the digits even though he knows the correct answer?

*Figure Ground* –

When asked, can he locate his pencil from among the materials on his desk?
In a picture with perspective, can he tell what is in front? In back?
Can he stay within the lines when he colors?
Can he find hidden figures?
Can he complete a partially drawn figure?
Can he find little words in big words?
Does he skip sections on tests or in his workbooks?
Is he able to complete material on a crowded page?
Can he select a particular word from a page?

*Closure* –

Does he have trouble doing puzzles?
If there are number-to-number drawings in his workbook, can he identify the completed picture?
If a picture is being drawn, can he decide on what it is before it's finished?

Does it take him a long time to figure out words or pictures?

*Association* –

Does he have trouble making visual comparisons?
Can he associate a picture with a related object?
Can he classify pictures as being related to each other?
Can he understand the relationship of one picture to another when the pictures are in sequence?
Can he relate two or more concepts in mind that have been presented visually?
Does he have difficulty with analogies?

*Visual-Motor Skill* –

Can he tie his shoes?
Can he reproduce a demonstrated motor pattern?
Can he put a peg in a hole on the first try?
Can he copy geometric figures?
Can he stay within the lines when he colors?
Can he follow an outline in cutting?
Can he catch a ball?
Is his handwriting legible for his age?

*Ocular-Motor Skill* –

Can he follow a moving object? e.g., a ball?
Does he lose his place often when he reads?

**AUDITORY**

*Acuity* –

Are his responses to verbal and non-verbal sounds consistent or inconsistent?
Is his voice high pitched? Horse? Overly loud? Very soft? Monotonous? Rapid?
Does he often fail to respond when his name is called?

Does he take part in spontaneous conversations with his peers?
Does he have an articulation problem?
Does he look at you intently when you speak to him?
Does he consistently seem to be inattentive?
Does he frequently fail to respond to questions?
Are his answers to questions often inappropriate?
Does he cup his hand over his ear?
Does he tilt his head to one side when listening?
Is he more attentive when he is in a particular location in the room?
Does his behavior seem markedly different after an illness, particularly one involving a high fever?
Does he ever complain of "noise" or ringing in his ears?
Does he have dictation problems? Cannot keep up? Gaps in his work? Look of frustration? Withdrawal?
Is he indifferent to music? Dramatics? Group discussions?
Does he easily localize the source of a sound?

*Discrimination* –

Can he match noisemakers by sound? Two horns? Two whistles?
Is he able to distinguish between musical instruments by their sounds?
Can he rhyme words?
Does he say "f" for "v," "sh" for "ch," etc.?
Does he have trouble identifying the beginning sounds for words in phonics activities such as the "m" in "man" or "mat"?
Does he often make mistakes with words similar in sound such as "pat" for "pet"?

*Figure Ground* –

Can he take part in a conversation in a noisy place such as the cafeteria?
Does he seem to need a very quiet background in order to stay with what is going on without being distracted?

*Closure* –

If there are children with accents in the room, does he have trouble understanding them?

Does he mispronounce words that he has heard many times?

Can he complete a word that he has trouble reading after he is given the beginning sound?

Does he have trouble blending sounds together to form words?

Does he have trouble with rote learning, nursery rhymes, counting, multiplication tables?

Is he able to correct his own reading error when he mispronounces a word?

Does he use grammatical syntax that is appropriate for his age; that is, proper tenses, possessives, idioms, plurals, etc?

*Auditory Memory* –

Does he often ask to have oral instructions repeated?

When instructions are given to the group, must they be repeated for him?

Is his articulation suitable to his age?

After he has raised his hand in response to your question, does he forget the answer he wanted to give?

Does he seem each day to forget what he "learned" the day before?

*Sequencing* –

Does he know his telephone number? His address?

Can he learn the words to songs?

Can he follow a series of commands in the sequence in which they were presented?

Can he repeat in sequence the contents of a story he has heard?

Can he recite the alphabet?

Can he spell his name?

Does he know the days of the week? Months of the year?

*Association –*

Does he quickly lose interest when listening to a story?
Does he seem to need a great deal of time to think before answering a question?
After an oral presentation, does he seem to understand what he has heard?
Does he have difficulty with categorizations?
Can he relate two or more concepts in mind that have been presented orally?
Does he appear to see logical relationships?
Does he know when a statement is absurd?
Does he get the point of a joke?
Can he solve a riddle?
Are proverbs, parables, etc., beyond his understanding?

*Audio-Visual –*

Can he pick an object out of a picture after it has been named for him?
Does he remember symbols better when they have been presented to him with both auditory and visual stimuli than with either one alone?
Can he give you the sound of a letter that is presented visually?
Does he understand a sentence, paragraph, etc., better when you read it to him while he follows it visually than he does when he reads it to himself?
Is his comprehension better when he reads aloud than it is when he reads silently?
Does he get meaning from the printed word that he can demonstrate through oral responses to questions?

*Audio-Motor Coordination –*

Does he become confused at following verbal directions in games, etc.?
Can he reproduce a demonstrated auditory pattern?

In his workbook, does he put the "X" on the proper object, underline the correct word, etc., when directions have been given orally?

Can he write from dictation?

MOTOR

*Coordination* –

Does he walk rhythmically? Sluggishly?

Does he fall easily?

Can he stand on one foot?

Can he hop, run, skip, etc., without clumsiness?

Is he awkward when walking stairs?

Can he walk a balance board?

Can he jump over an obstacle of reasonable height without stumbling or falling?

In playing games are his movements smooth?

Does he have difficulty dancing?

Can he execute the precise movements necessary in marching?

Does he spill or drop things beyond normal expectation?

Can he button his clothing easily?

Can he tie his shoes?

Can he use scissors or other manual tools as well as other children of his age?

Does he hold his pencil tightly, loosely, in an unusual way?

*Directional Sense* –

Does he know the parts of his body?

When writing on the chalkboard can he cross his midline?

When he uses scissors, does he progress in logical order?

Does he become confused when he has to respond to directions that call for him to choose between left and right? Up and down? Over and above? Forward and backward, etc.?

*Spatial Sense* –

Is he constantly bumping into things?

Does he have to turn around to see his chair before he sits on it?

In body movements, does he underreach, overreach, step too high or not high enough?

Are his body movements clumsy even though he appears to be fairly well coordinated?

In physical education periods, can he find his way through a maze, go under bars, etc.?

How well is his written work positioned on his paper?

Is his handwriting messy? Do words run into each other? Do they run off the page?

Does he reverse letters, numbers, words?

*Laterality and Dominance* –

When he picks up an object what hand does he use?

In football games, with which foot does he kick?

With what hand does he write? Eat? Throw?

In which direction does he tilt his head when he writes?

Does he alternate the use of his hands?

COGNITIVE

*Verbal* –

Receptive

Does he have a very short attention span?

Does he seem to understand when you speak very briefly but lose you when you use more than a few words?

Is he able to understand and carry through your directions for assignments?

Do his facial expressions mirror the content of a story he is listening to?

Are his verbal responses appropriate to the situation?

Does he have any interest in reading?
Can he interpret when he reads?

Expressive

Can he speak in sentences?
Can he express himself in writing?
Does he seem to use gestures excessively?
Is his vocabulary very limited?

*Non-Verbal* –

Does he know how old he will be on his next birthday?
Does he know his temporal position among his siblings?
Does he know the relationship between his schedule and time of day?
Can he tell time?
Can he monitor his own time?
Can he understand a time line?
Does he understand the relationship between an inch and a foot? A foot and a yard?
Can he handle the distance scale in map reading?
Does he have trouble understanding graphs?

*Levels of Thinking* –

Can he classify objects that belong together?
Can he shift from one operation to another with ease?
Does he use language skillfully?
Can he hypothesize?
Can he generalize?
Can he see relationships?
Does he have a wide range of general knowledge?
Can he apply what he knows to new situations?

TACTILE

Does he seem to have to touch everything in sight?

Does he often seem to reinforce his conclusions through checking by touch? Counting on his fingers?

INTERESTS

Does he prefer sedentary or active pursuits?

Does he prefer physical or intellectual activities?

Does he prefer solitary or group activities?

Does he prefer outdoor or indoor activities?

Are there specific sports that he prefers?

Does he prefer to be with his peers or with adults?

Has he mentioned particular vocational preferences?

What does he like to read about? Hear about? Talk about?

TASK ORIENTATION

Is he easily discouraged?

Does he dawdle or daydream?

Does he usually start to work on an assignment before getting the complete directions?

Is he upset by a change in routine?

Is he easily distracted from his tasks?

How long can he give his attention to a task?

On what kinds of activities can he concentrate longest?

How does he work under pressure such as time restrictions, competition, etc.?

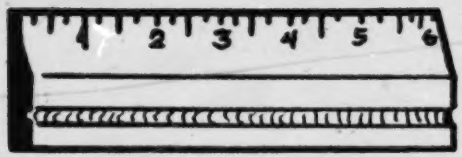
REPRESENTATIVE
ASSESSMENT MATERIALS
1
2
3
4
5
6
7
8
9
10
11
12
JPC

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014
Key Math Diagnostic Arithmetic Test
Test of Auditory Discrimination: Goldman, Fristoe, Woodcock
Verbal Language Development Scale

Bobbs-Merrill Co., Inc.
4300 W. 62nd Street
Indianapolis, Indiana 46268
Detroit Tests of Learning Aptitude
Fundamental Processes In Arithmetic: Buswell-John

California Test Bureau
Division McGraw-Hill Book Company
Hightstown, New Jersey 08520
California Achievement Tests
California Reading Tests
California Tests of Mental Maturity
Comprehensive Test of Basic Skills
Diagnostic Reading Scales: Spache

Catherine Stern
10323 Lorenzo Drive
Los Angeles, California 90064
Children's Auditory Discrimination Inventory
Expressive Vocabulary Inventory



Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus, Ohio 43216
Chalkboard Activities: Kephart
Purdue Perceptual-Motor Tests: Roach and Kephart

Communication Research Association
Box 11012
Salt Lake City, Utah 84111
Utah Test of Language Development

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306
Assessment of Children's Language Comprehension: Foster, Gidden, Stark
Children's Embedded Figure Test: Karp, Konstadt

Dade County Board of Public Instruction, English Center
235 N.W. 3rd Avenue
Miami, Florida 33100
Dade County Test of Language Development: Taft and Others

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92112
Concept Assessment Kit: Goldschmid, Bentler

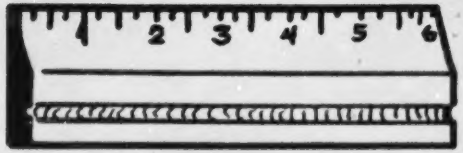
Educational Studies and Development
1357 Forest Park
Muskegon, Mich. 49411
ABC Inventory

Educational Testing Service
Princeton, New Jersey 08540
Cooperative Pre-School Inventory: Caldwell, Soule

Educators Publishing Service
75 Moulton Street
Cambridge, Mass. 02188
Auditory Discrimination Memory Test: Oliphant
Auditory Synthesizing Test :Oliphant
Drawing Coordination Card: Slosson
Pre-Reading Screening Procedures: Slingerland
Screening Tests for Identifying Children with Specific Learning Disabilities: Slingerland
Specific Language Disability Test: Malcomesius

Fearon Publishers
Lear Siegler, Inc.
Education Division
6 Davis Street
Belmont, California 94002
A Psychoeducational Inventory of Basic Learning Abilities: Valett
An Inventory of Primary Skills: Valett
Developmental Task Analysis: Valett

Follett Publishing Company
1010 W. Washington Boulevard
Chicago, Illinois 60607
Basic Concept Inventory; Engleman
Developmental Test of Visual-Motor Integration: Beery, Buktenica
Developmental Test of Visual Perception: Frostig
Early Detection Inventory: McGahan, McGahan
Evanston Early Identification Scale: Landsman, Dillard
Kindergarten Auditory Screening Test: Katz
Pre-School Attainment Record



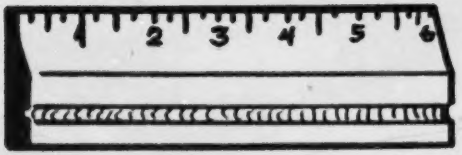
Grune and Stratton, Inc.
381 Park Avenue, South
New York, New York 10016
Developmental Potential of Pre-School Children: Haeusserman

Harcourt Brace Jovanovich, Inc.
757 Third Avenue
New York, New York 10017
Analysis of Reading Difficulty: Durrell
Oral Reading Test: Gilmore
Metropolitan Achievement Tests
Stanford Achievement Tests

Houghton Mifflin
110 Tremont Street
Boston, Massachusetts 02107
Iowa Test of Basic Skills
Reading Aptitude :Monroe
Reading Readiness Test: Harrison, Stroud

John E. Williams
Box 7775
Reynolds Station
Winston-Salem, North Carolina 27101
Color Meaning Picture Test :Williams, Roberson

Language Research Association
300 North State Street
Chicago, Illinois 60610
Auditory Discrimination Test: Wepman
Spatial Orientation Memory Test :Wepman, Turaids



Mills Center, Inc.
1512 E. Broward Boulevard
Ft. Lauderdale, Florida 33300
Test of Language Modalities

Priority Innovations
P.O. Box 792
Skokie, Illinois 60076
Screening Test for the Remedial Treatments: Ahr

Programs for Education, Publishers
P.O. Box 85
Lumberville, Pa. 18933
Gesell Developmental Kit: Ilg, Ames

Psychological Corporation
304 East 45th Street
New York, New York 10000
Chicago Non-Verbal Color Forms: Goldstein, Scheerer
Developmental Schedules: Gesell
Pupil-Rating Scale for Learning Disabilities: Myklebust
Test of Basic Concepts: Boehm
Test of Lateral Dominance: Harris
Visual Retention Test: Benton

Psychological Test Specialists
Box 1441
Missoula, Montana 59801
Memory for Designs: Graham, Kendall

School District of University City
University City, Missouri
Early Education Screening Test Battery of Basic Skills Development

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
SRA Assessment Survey

Slosson Educational Publications
140 Pine Street
East Aurora, New York 14052
Slosson Oral Reading Test

Teachers College Press
Teachers College
Columbia University
New York, New York 10000
Reading Diagnostic Test: Gates, McKillop
Reading Tests: Gates, McGinitie

University of Illinois
Urbana, Illinois 61801
Illinois Test of Psycholinguistic Abilities

Western Psychological Services
Box 775
Beverly Hills, California 90213
Minnesota Percupto-Diagnostic Test
Motor Development Scale: Lincoln, Oseretsky
Peabody Individual Achievement Test
Peabody Picture Vocabulary Test
Picture Story Language Test: Myklebust
Southern California Figure-Ground Visual Perception Test: Ayers
Southern California Kinesthesia and Tactile Perception Test: Ayers

Winter Haven Lions Research Foundation, Inc.
Winter Haven, Florida 33880
Winter Haven Perceptual-Motor Test

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